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Professional Development for Community-Engaged Research and Teaching: An Integrated Model for Administrators, Instructors, Researchers and Community Partners

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Professional Development for Community-Engaged Research and Teaching: An Integrated Model for Administrators, Instructors, Researchers and Community Partners

Abstract

This presentation was given at the 2016 Coalition of Urban and Metropolitan Universities Conference in Washington, D.C.

Keywords

community, community engagement, urban, anchor institution, metropolitan university, higher education, professional development

Disciplines

Higher Education

Professional development for community-engaged research and teaching: An integrated model for administrators, instructors, researchers, and community partners.



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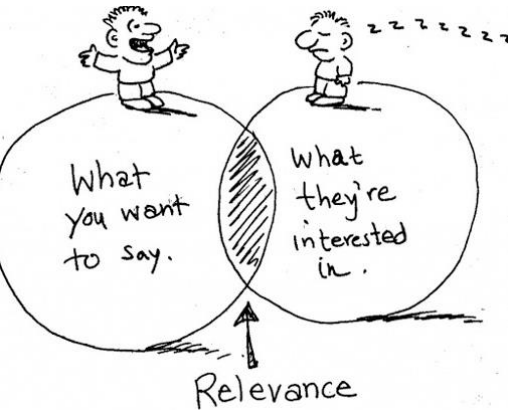
Coalition of Urban and Metropolitan Universities (CUMU) Conference,
Washington, D.C. October 23-25, 2016

Stakeholder Professional Development

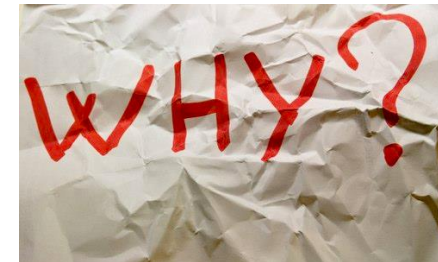
Universities must provide all stakeholders, including faculty members and community partners, with high-impact professional development if community-engaged research and teaching are to become a part of the institutional culture.



Andragogy in Professional Development



Adult learning theory (andragogy) must inform community engagement focused professional development initiatives.



VARIETY

Community Engagement in Higher Education

The Building Block Concepts

Each of these nine concepts was developed into an adaptable and adult learning theory-based professional development module that could be presented to diverse audiences either alone or in combination with other modules.

Introduction to
Community
Engagement in
the 21st Century
University

Introduction to
Community-
Engaged
Research and
Service-Learning

Diversity and
Inclusion in
Community
Engagement

Evaluating and
Assessing
Community-
Engaged
Academic
Work

Communicating
and Disseminating
Community
Engagement Work

Community
Engagement in
Richmond,
Virginia

Techniques
and Strategies
for Inclusive
Collaboration

Ethics and
Critical
Reflection

Initiating and
Sustaining
University-
Community
Partnerships

VCU DIVISION OF COMMUNITY ENGAGEMENT

Continuum of Professional Development Strategies



VCU 2016 Community Engagement Institute Agenda

Making the Three-Day Learning Experience Interactive: Modules + Keynote + Networking + Community Immersion



Tuesday, May 17th

8:00 AM | Registration, Coffee, Mingling
8:15 AM | Welcome
8:30 AM | Keynote Address
9:15 AM | Break
9:30 AM | 21st Century Community Engagement
11:00 AM | Speed Networking
11:50 PM | Community Spotlight
12:00 PM | Lunch
12:30 PM | Community Spotlight
12:40 PM | Initiating & Sustaining Partnerships
2:10 PM | Break
2:20 PM | Ethics & Critical Reflection
3:50 PM | CEnR/SL Intensive
4:30 PM | Adjourn



Wednesday, May 18th

8:30 AM | Registration, Coffee, Mingling
8:45 AM | Community Spotlight
8:55 AM | Intro to Community-Engaged Research
& Service Learning
10:25 AM | Break
10:30 AM | Evaluating & Assessing Engagement Work
12:00 PM | Community Spotlight
12:10 PM | Lunch
12:40 PM | Community Spotlight
12:50 PM | Communicating & Disseminating Information
2:20 PM | Break
2:30 PM | Inclusive Collaboration
4:00 PM | CEnR/SL Intensive
4:30 PM | Adjourn



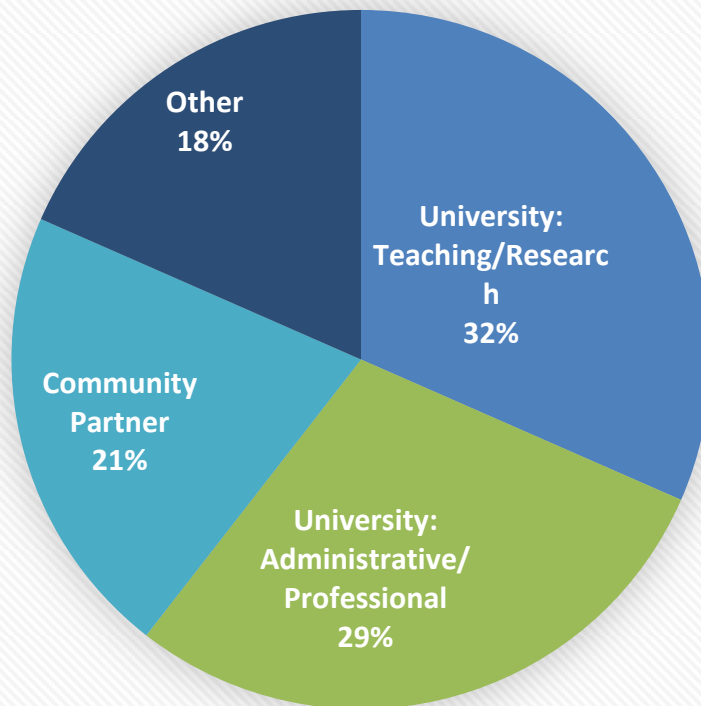
Thursday, May 19th

8:15 AM | Arrive at Valentine Museum (1015 E. Clay St.)
8:30 AM | Walking Tour: Jackson Ward
11:00 AM | Soul of Community program
12:00 PM | Community Spotlight
12:15 PM | Lunch
1:00 PM | Wrap-Up: Road-map to VCU-RVA
4:30 PM | Adjourn

To be early is to be on time, to be on time is to be late, to be late is to be left behind!

VCU 2016 Community Engagement Institute Evaluation

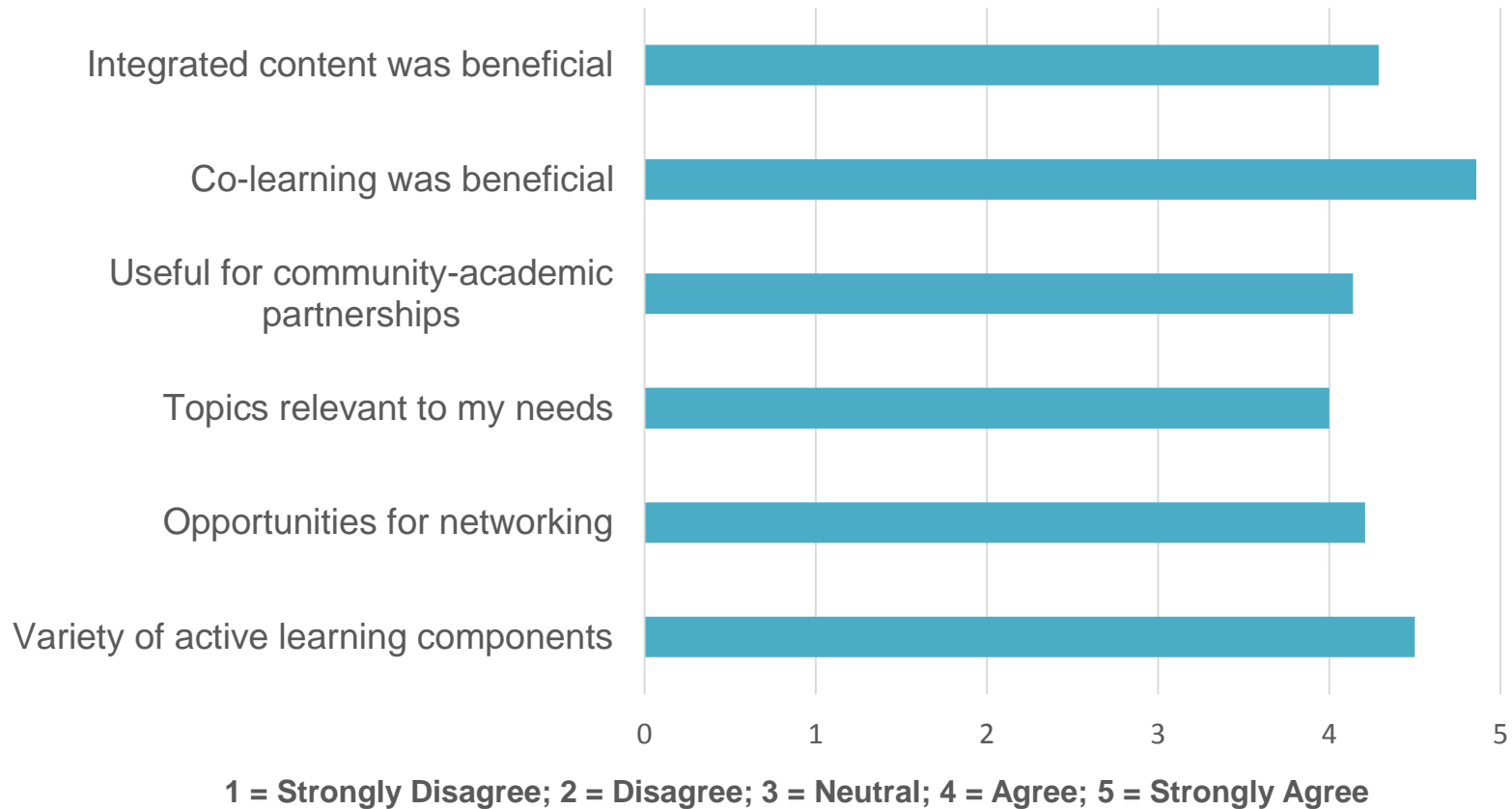
CEI Participants



Participant Role	Frequency
University: Teaching/ Research	12
University: Administrative/ Professional	11
Community Partner	8
Other	7
Total	38

VCU 2016 Community Engagement Institute Evaluation

Principles of Andragogy



*n = 14; no significant differences by participant groups

VCU 2016 Community Engagement Institute Evaluation

Collective Capacity Learning Assessment

- Adapted from University of Colorado Denver's Collective Capacity Building Tool—a planning tool designed to help UC Denver faculty build collective capacity in health promotion-disease prevention projects.
- *Collective capacity* involves the ability for community-academic partners to work together to solve real-world problems.
- Emphasizes that skills, resources, resident knowledge, etc. are shared between partners and stakeholders.
- Institute participants were also provided with the original Collective Capacity Building Tool to use in their own partnerships
- Assessment Methodology: retrospective pre/post-questionnaire related to 4 domains of collective capacity
- Analysis: SPSS, paired t-tests of group means

Nearing, KA. (2015). Collective Capacity Building Tool: A tool for planning, building and reflecting on collective capacity for community-based participatory research. Unpublished instrument. Retrieved from <http://www.the-evaluation-center.org/resources/instruments>.

VCU 2016 Community Engagement Institute Evaluation

Community-Academic Partnership Building Preparedness*

	Pre		Post		Paired Sample T-Test	
	N	M (SD)	N	M (SD)	t	p
Community-academic partnership building preparedness**	32	9.44 (4.14)	34	12.06 (3.05)	-7.80	0.000
Involve range of community members	30	2.47 (1.17)	34	3.03 (0.90)	-7.08	0.000
Actively involve informal community leaders	32	2.34 (1.23)	34	2.94 (0.89)	-6.00	0.000
Identify mutual benefit	31	2.42 (0.96)	34	2.97 (1.00)	-5.55	0.000
Contribute to team trust building	31	2.52 (1.00)	34	3.12 (0.77)	-5.38	0.000

**Cronbach's alpha = 0.906

***No significant differences in learning outcomes by participant groups.**

VCU 2016 Community Engagement Institute Evaluation

Knowledge Sharing Preparedness*

	Pre		Post		Paired Sample T-Test	
	N	M (SD)	N	M (SD)	t	p
Knowledge sharing preparedness**	31	7.61 (2.92)	34	9.03 (2.44)	-4.83	0.000
Provide stakeholders with learning opportunities	31	2.58 (0.99)	34	3.12 (0.73)	-5.04	0.000
Communicate using variety of means	30	2.53 (1.07)	33	3.03 (0.95)	-4.35	0.000
Receive information from stakeholders	31	2.58 (1.09)	33	3.06 (0.86)	-3.79	0.001

**Cronbach's alpha = 0.871

***No significant differences in learning outcomes by participant groups.**

VCU 2016 Community Engagement Institute Evaluation

Preparedness to Access Internal Resources*

	Pre		Post		Paired Sample T-Test	
	N	M (SD)	N	M (SD)	t	p
Access to internal resources	31	1.94 (1.00)	34	2.71 (0.87)	-6.72	0.000

*No significant differences in learning outcomes by participant groups.

VCU 2016 Community Engagement Institute Evaluation

Community Engagement Knowledge and Skills*

	Pre		Post		Paired Sample T-Test	
	N	M (SD)	N	M (SD)	t	p
Community Engagement Knowledge and Skills**	21	6.38 (2.91)	24	8.33 (2.30)	-7.48	0.000
Partnership knowledge and skills	21	2.29 (1.10)	24	2.79 (0.93)	-4.26	0.000
Service Learning knowledge and skills	21	1.90 (1.09)	24	2.71 (0.91)	-7.25	0.000
CEnR knowledge and skills	21	2.19 (1.12)	24	2.83 (0.87)	-4.56	0.000

**Cronbach's alpha = 0.849

***No significant differences in learning outcomes by participant groups.**

What We've Learned: Supports and Barriers

Resources Needed for Community Engagement

Networking Support

- Opportunities to meet and collaborate with like-minded people
- Partnerships with local organizations
- Brokers to different communities
- A platform to identify others interested in similar work
- Networks within the community
- Infrastructure for explaining scholarship enterprise to the community

Institutional Support

- Money
- Support
- Assistants capable of speaking foreign languages
- Space to accommodate community-academic partners
- Department-level support and valuation of CE
- Help with sustainability
- Faculty Protection for P&T purposes
- Research/teaching assistants
- Just-in-time advocacy
- **TIME**

Professional Development Support

- Deeper knowledge of CE at VCU
- Help developing and publishing CE scholarship.
- Guidance on sharing research results in a useful way for the community
- Assistance producing training materials Media/Technology
- CEnR and SL mentors

Next Steps

- ✓ Implement professional development extension (e.g., learning communities) for our May 2016 Institute participants who are interested.
- ✓ Implement Institute content dissemination to stakeholders who are not able to attend a 3-day format (e.g., 60-minute workshops and online modules). Evaluate these varied formats to insure participant learning outcomes.
- ✓ Offer our 3-day Institute in May 2017 and evaluate its impact on participants' learning. Combine these data with our May 2016 data and publish our model and results. Include a long-term follow-up evaluation for our May 2016 Institute participants.

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